Daniel Cox

EDU 221 Block 1

DI/UbD Appendix

17 April 2008

The Appendix links the DI/UbD practice with cognitive psychology in a book titled *How People Learn: Brain, Mind, Experience, and School.* The studies show that views on effective learning have changed to focus on students’ understanding and application of knowledge. Learning should be guided by generalized principles to be widely applicable, experts seek to develop an understanding of big problems, expertise suggests that superficial coverage of many topics may be a poor way for students to develop ways to prepare for future learning are all topics covered in the research. Furthermore, three studies based on achievements have all confirmed the findings that are the basis for DI/UbD. The studies publishers noted that the teachers role is as a guide or coach through which students can ask questions, develop strategies and communicate.

The appendix is a way for the author to validate what we spent the previous ten chapters studying. There is little doubt in my mind that this theory can be effective in the classroom when applied correctly and implemented with a clear understanding of the goals and route to take through implementation to completion. The studies do not add much significance in the way of material and knowledge understanding, but it does provide clear data for ways to enrich our use of DI/UbD and other classroom scenarios. There are some ‘duh’ readings in this section but overall it does well to reiterate the ‘why’ of the DI/UbD model.